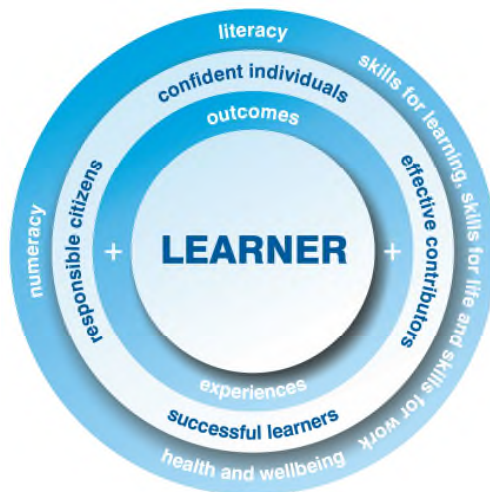


Crieff High School



S2/3 CURRICULUM HANDBOOK

Session 2020 – 2021



Information for Parents and Pupils

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The Broad General Education

This booklet has been designed to give you further information about Curriculum for Excellence and how it will be delivered in Crieff High School.

The curriculum at this stage is framed within eight curricular areas.

In Crieff High School, the option form, (following page) is designed to take into account the principles of curriculum design which are explained later in this document.

All pupils will study a core curriculum which includes Personal support, Citizenship and Religious and Moral education.

The Support for Pupils staff have a particularly important role to play in supporting individual pupils in making appropriate choices. You are welcome to contact your child's guidance teacher to discuss any aspect of course choice process.

Course choice forms should be returned to your child's Guidance Teacher by **31st March 2020**.

The Guidance team comprises: Mr Duncan, Miss McEwan and Mrs Telford.

Mrs Couser, Depute Headteacher, will be overseeing the process and she can also be contacted at the school.

Curriculum area	Number of periods
Expressive arts	3
Health and Wellbeing	2
Languages	7
Mathematics	5
Religious and Moral Education	1
Sciences	3
Social studies	3
Technologies	3
Additional options	6
Citizenship	1
Personal Support	1
Total	35

C	E	F	G	H and I	Plus	Notes
<i>Social Subjects with a focus on....</i> Geography History Modern Studies	<i>Sciences with a focus on....</i> Biology Chemistry Physics	<i>Technologies with a focus on....</i> Computing Enterprise and IT Craft, Design and Technology	<i>Expressive Arts with a focus on....</i> Art and Design Physical Education Music Drama	Art and Design Biology Chemistry Computing Science Craft, Design and Technology English	<i>Religious and moral education with a focus on...</i> Religious and Moral Education (One ppw) Citizenship (One ppw)	All pupils should make a choice from each column. All pupils will study Mathematics and English for 5 periods per week Columns D is 2 periods. Columns C, E, F,G, H and I are 3 periods each.
D		Home Economics		History	<i>Health and Well Being with a focus on...</i>	In Columns H and I
<i>Modern Foreign Language with a focus on</i> French Spanish				French Mathematics Modern Studies Music Physical Education Physics Mythologies	Physical Education (Two ppw) Personal & Social Education (One ppw)	please indicate 5 choices in order of preference <i>The availability of subjects in a given column will depend on an adequate number of pupils enrolling for the course and staff availability. No guarantee can be given that <u>every</u> class offered will run.</i>
COLUMN H and I choices 1. 2. 3. 4. 5.		Please circle one choice in columns C to G Forms must be signed and returned to your Guidance Teacher by 31st March 2020				

Curriculum for Excellence

The **curriculum** is the totality of experiences which are planned for children and young people through their education.

The **purpose** of the curriculum is to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors (the four capacities). The framework therefore puts the learner at the centre of the curriculum.

Experiences and outcomes describe the expectations for learning and progression in all areas of the curriculum.

Children and young people are **entitled** to a curriculum that includes a range of features at the different stages. In summary children and young people are entitled to experience:

- A curriculum which is **coherent** from 3 – 18
- A **broad general education**, including the experiences and outcomes which are well planned across all the curriculum areas, from early years through to S3
- A **senior phase** of education which after S3 provides opportunity to obtain qualifications as well as to continue to develop the four capacities
- Opportunities for developing **skills for learning, skills for life and skills for work** with a continuous focus on **literacy, numeracy and health and well being**
- Personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide
- Support in moving into **positive and sustained destinations** beyond school

It is therefore vital that teachers should ensure that the content of courses, the learning approaches employed and the support given to learners reflect this.

Health and well being is seen as promoting confidence, emotional well being, independent thinking and positive attitudes and dispositions. Literacy and numeracy are of fundamental personal, social and economic importance.

Overall structure of the curriculum.

The curriculum is more than the sum of the courses offered in formal classroom settings. Curriculum for Excellence suggests learning takes place in four contexts – two of these, curriculum areas and subjects, and interdisciplinary studies relate to the provision of courses of study in school.

The third context is the school itself and the part it plays in young peoples' social lives and the final context is in the outside world and the opportunities for wider achievement.

Curriculum areas provide a way of ensuring breadth in the curriculum and of grouping experiences and outcomes under recognisable titles.

The curriculum areas are:

- Expressive Arts
- Health and Well being
- Languages
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Good interdisciplinary learning is also greater than the sum of its parts. The experiences and outcomes are the building blocks which enable the assembling of coherent and connected knowledge, skills and understanding from a range of curriculum areas.

Interdisciplinary learning in Crieff High School will be:

- Carefully planned around clear purposes
- Based on experiences and outcomes drawn from different curriculum areas
- Directed towards depth of learning and understanding
- Effective in developing skills

Please note that within the Science, Expressive Arts, Social Subjects and Technologies columns the pupils will have the opportunity to focus on one subject. They will also cover the experiences and outcomes of the other subjects to a significant depth in order to give them the widest possible choices in S4.

Principles of Curriculum Design

Breadth is achieved through learning across all the experiences and outcomes in the eight curriculum areas.

The period from S1 to S3 is well planned to maintain **challenge and enjoyment** with activities designed to encourage young people to develop and demonstrate creativity and innovation.

It is important that young people experience a suitable, challenging gradient of **progression** maintaining their achievement from Primary School.

The curriculum is planned to provide opportunities for learning in **depth** with increasingly demanding concepts, development of more sophisticated cognitive and other skills and further developing their beliefs and values.

In Crieff High School there are **coherent** programmes of work where, for example, a team of teachers are working together to cover curriculum areas, each contributing as appropriate from their subject specialism, and by a collaborative approach to planning which enables young people to make connections between different areas of their learning.

Experiences which relate to the world of work will be provided to provide **relevance** to what young people are learning.

Personalisation and choice will continue to include choices within the classroom.

Recognising Achievement, Profiling and Reporting

Recognising Achievement:

All young people are entitled to have the full range of their achievements recognised, and to be supported in reflecting and building on their learning and achievements. We will provide opportunities for young people to achieve and encourage them to participate.

Profiling:

Currently we expect a profile of a learner's best achievements to be produced at S3.

Reporting:

Parents will continue to receive regular information about their children's strength, progress and achievements.

Art and Design

PT: Miss L Arnott

Broad General Education

Course Information & Content

The Art and Design Course is practical and experiential in nature; the key focus is developing creativity in both 2D/3D expressive and design media.

Structure

The Course combines practical experiences in expressive and design activities along with developing a basic knowledge and understanding of artists and designers' practice.

Experiences and Outcomes

The Course provides opportunities for learners to be imaginative and creative; present basic facts and ideas; and apply practical skills in response to given expressive and design tasks.

Learners will develop practical skills in using art and design materials, techniques and/or technology. They will be able to use these to develop creative expressive and design work. Learners will also have developed a basic understanding of the things that inspire and influence artists and designers and their practice.

Learning through art and design encourages personal creativity and self-expression which will help learners gain confidence in their art and design practice.

In addition, the Course encourages learners to continue to acquire and develop the attributes and capabilities of the four capacities.

Assessment

Assessment will be continuous through the production of both expressive and design portfolios. There will be a written exam towards the end of S3

Homework

This will be variable depending on the media used, due to the specialist equipment required.

Progression

N4 or N5 Art and Design
Level 5 NPA Art and Design
Level 5 NPA
Developmental Drawing

Career Options

Animator
Architect
Art Therapist
Arts Administrator
Cartoonist
Clinical Photographer
Costume Designer
Craft Designer or Worker
Digital Imaging Specialist
Fashion Designer
Fine artist
Furniture Designer
Games Designer
Graphic Designer
Illustrator
Landscape Architect
Multimedia Developer
Photographer
Product Designer
Scientific or Technical Illustrator
Sculptor
Special Effects Technician
Teacher - Secondary School - Art and Design
Textile Designer
TV or Film Director
Wardrobe Assistant - Film, TV or Theatre

MUSIC

PT: Mr D Griffiths

Broad General Education

Course Information & Content

A practical course focusing initially on improving musical skills on an instrument of your own choice. This is mainly taught through group music making however as the course progresses a more individualised approach is applied.

Musical styles are varied and can include rock and pop, world, Scottish or jazz for example. The main strands of the course are performing, listening to and understanding music, creating or composing music as well as applying some music technology skills where appropriate.

As the majority course is practical and focused on music making an expectation is that you will contribute to the extra-curricular life of the music department by also playing in performances out with school time. The aim of this is to build your confidence and ability to present by using music to develop this important transferable skill.

It is also an expectation that you will by S3 play in solo situation as well as in group. This is the case particularly in S3 when we use peer assessment to gauge progress.

Other features of the course are leading learning by teaching another class member a musical skill and reflecting and helping to personalise your experience in S3 through a series of in class exercises.

Most of all music is a course which we hope develops and builds responsibility and is fun.

Progression

Initially to N5 music or if receiving instrumental lessons exams such as AB or Trinity College.

Career Options

Try this website as a starting point for finding out more information on a variety of music-based careers:

<https://careersinmusic.co.uk/>

private music teacher

music therapist

secondary school teacher

television production assistant

programme researcher

arts administrator

editorial assistant

marketing assistant

Assessment

A mixture of peer assessment, short tests, as well as ongoing assessment and feedback from staff with regards to your chosen performing instrument.

Homework If an instrument is available, then regular practice at home is expected throughout the week. This can include practising for lessons if you have an instrumental teacher. More formal homework will be set when the listening element of the course begins in S3.

Drama

PT: Mrs K Russell

Broad General Education

Course Information & Content

The study of drama enhances pupil literacy skills, communication skills and confidence.

In BGE Drama pupils explore and shape ideas and stories.

They engage in imaginary and creative role play which they perform to groups of peers.

Through creating a variety of dramatic situations pupils develop a clear awareness of audience and purpose.

Throughout the course they will practise using movement and language to communicate accurately, sensitively, effectively and appropriately.

Progression

N3/4/5 Drama

Career Options

Actor
Arts Administrator
Barrister
Community Arts Worker
Dance Movement
Psychotherapist
Dancer
Drama therapist
Events Organiser
Playworker or Play Assistant
Producer - TV or Film
Production Assistant
Researcher – Broadcasting
Runner
Stage Manager
Stagehand
Stunt Performer
Teacher - Secondary
School - Drama
TV or Film Director
TV or Radio Presenter
Wardrobe Assistant - Film,
TV or Theatre
Writer or Author

Assessment

Pupils receive regular feedback from both peers and teacher where work is assessed using agreed success criteria.

Homework

This will be set on a regular basis in the form of planning, note making, creative writing and practical issues such as line-learning.

Physical Education

PT: Mr G Aitken

Broad General Education

Course Information

The S2/3 optional PE course offers pupils a variety of practical and theoretical learning experiences both outdoors and indoors. It provides pupils with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes.

There will be opportunities for pupils to lead activities/groups, organise and officiate competitions, creating a progression pathway in to the Sports Leader UK awards in the Senior phase.

PE activities: Pupils will experience a wide range of activities offering personalisation and choice where appropriate.

Pupils will investigate factors which impacts on their performance. They will carry out data collection tasks through Video analysis and observation checklists to identify an area for improvement. Pupils will be expected to create and carry out a performance improvement programme and write up a reflective evaluation of the process and improvements made. This aspect of the course will prepare those pupils considering National 4 or National 5 PE as an option beyond the broad general education phase.

Pupils will experience both practical and classroom theory-based learning and should be prepared to write about sport as well as participate practically.

Pupils will experience both practical and classroom theory-based learning and should be prepared to write about sport as well as participate practically.

Assessment

Performance assessment will be ongoing throughout S2 and S3 and an S3 exam.

Homework

Homework will be given in order to broaden and deepen understanding of topics covered in class.

Progression

Nat 4/5 PE
Skills for Work Sport and Recreation

Career Options

Sport & Leisure Industry

Health and Fitness Instructor

Lifeguard or Pool Attendant

Sports Coach or Instructor

Sports or Leisure Centre Assistant

Sports or Leisure Centre Manager

Outdoor Pursuits Instructor or Leader

Physiotherapy Assistant

Professional sportsperson

PE teacher

Primary Teacher

University Lecturer

Armed forces

Police

Fire Service

English

PT: Mrs K Russell

Broad General Education

Course Information & Content

In our BGE English courses we extend the literacy skills which are crucial to success in learning, life and work. In S1 and S2 the majority of pupils are continuing to work through the **Third Level** Experiences and Outcomes. In S3 we offer pupils **Fourth Level** Experiences and Outcomes drawn from the three English and Literacy Organisers: **Listening and Talking, Reading and Writing.**

Across all three organisers we emphasise the importance of developing critical literacy and thinking skills, as well as encouraging pupils to take a more independent approach to their own learning.

In **Listening and Talking** pupils continue to develop their skills in both individual presentations and group discussions. They will develop their listening skills through exposure to increasingly complex texts from a range of genres.

In our **Reading** work pupils experience a wide range of traditional texts including poetry, drama and prose as well as multi-modal and digital texts such as films and blogs. We continue to put a strong emphasis on encouraging all pupils to read for pleasure.

In **Writing** pupils are given the opportunity to practise writing in a range of genres including personal, persuasive and creative writing. We also continue to focus on key skills such as grammar, spelling and presentation.

Assessment

Pupils receive regular feedback where work is assessed using agreed success criteria. The teacher will also highlight the strengths and next steps for each piece of work.

Homework

Pupils complete a varied range of homework tasks which include preparing an individual presentation, informative writing and creative writing. Pupils are encouraged to complete a substantial programme of personal reading, including both fiction and non-fiction.

Progression

N3/4/5 English

Career Options

Actor
Administrative Assistant or Officer - Courts
Advertising Account Executive
Advertising Copywriter Advocate
Advocates' Clerk
Archivist
Arts Administrator
Arts Exhibition Organiser
Bookseller
Broadcast Journalist
Call Centre Agent
Civil Service Administrative Assistant and Officer
Civil Service Administrator - Fast Stream Clerical or Administrative Assistant Commissioning Editor
Copy Editor
Court Reporter
Customer Service Administrator
Diplomatic Service Executive
Assistant Diplomatic Service
Operational Officer Genealogist
Health Records Staff Health Service Manager Housing Officer
Human Resources Officer or Manager
Immigration Officer
Interpreter
Journalist or Reporter
Judge or Sheriff
Lecturer - Further Education Lecturer - Higher Education Library or Information Assistant
Library or Information Professional
Literary Agent
Local Government Administrative Assistant and Officer
Local Government Officer Market Research Executive Market
Research Interviewer Marketing Manager
Medical Secretary
Member of Parliament Office
Manager Paralegal
Personal Assistant or Executive Secretary
Political Researcher Private Tutor
Prosecutor Fiscal Producer - Radio Producer - TV or Film Production Assistant
Solicitor

Modern Languages

PT: Mrs Yates

Broad General Education

Course Information & Content

S1 pupils learn two languages in S1: Spanish and French.

At the end of S1, they choose to continue with either Spanish or French until the end of S3.

There will also be an opportunity to continue with both languages if numbers are enough for a dual language class in S2.

S1 and S2 pupils will have two periods of a foreign language a week while S3 pupils will have three in preparation to move to National 5 in S4.

At the end of S2, there will be the opportunity for a number of pupils to continue to work at level 3 in S3 and pass the Work for Life and Work Award at that level by the end of the year.

The benefits of learning a foreign language are manifold:

- more opportunities with careers later on in life
- better paid jobs with a language qualification
- improved working brain in general, with delayed onset of dementia in old age
- improved literacy in English
- travelling made easier

... and with a bit of effort, languages are fun to learn!

Assessment

BGE pupils are issued with a progress file booklet once or twice a year. The file contains series of ongoing assessments in the four skills: talking, listening, writing and reading.

Pupils will be asked to fill in their progress file every fortnight or so to get feedback and show progress. Parents and pupils will be kept updated on progress file work through Showmyhomework.

Homework

S1 to S3 pupils will usually get homework once a week to practise the vocabulary they are learning in class. The homework will usually take the form of online Quizlet sets and tests.

Progression

University / College Courses.

Career Options

Engineering
Pilot and Cabin Crew
Journalist
Lawyer
Primary Teacher
Business
Finance
Tourism Industry
Catering/Hospitality
Travel Agency
Tour Operator
Web Editor
Game Designer
Graphic Designer
Footballer (any sports)
Civil Service
Retailing/Sales
Media/Broadcasting
Drama
Diplomatic Service
Politics
Call Centre Work
Transport/Distribution
Army

Mathematics

PT: Mrs J Knak

Broad General Education

Course Information

The course focuses on the Mathematics experiences and outcomes mainly at level three and level four, but with content available and covered at all appropriate levels for each learner.

Progression

National 4/5 Mathematics
National 2/3/4/5
Applications of
Mathematics

Course Content

The topics covered within S2 and S3 can be organised under 4 main headings:

Number, money and measure

Estimation and rounding, number and number processes powers and roots, fractions, decimal fractions and percentages, money, time, measurement.

Mathematics – its impact on the world

Mathematical ideas and mathematicians from the past, in the present and their potential in the future.

Relationships

Patterns and relationships, expressions and equations

Shape, position and movement

Properties of 2D shapes and 3D objects, angles, symmetry and transformation.

Information handling

Data and analysis and ideas of chance and uncertainty.

Career Options

Accountant
Actuary
Architect
Bookmaker
Civil/Diplomatic Service
Worker
Economist
Finance Worker
Insurance Risk Surveyor
Investment Banker
Management Consultant
Radiographer
Software Engineer and
Development
Statistician
Stockbroker
Surveyor
System Analyst
Teacher

Assessment

Pupils progress will be assessed throughout the year through assessments and occasional class projects.

Homework

Pupils will be given regular homework tasks to support and reinforce their learning including the use of 'MyMaths.'

Mythologies – Greek /Roman Viking/Egyptian

PT: Mrs J Petrie

Broad General Education

Course Information & Content

This course will examine different mythologies and the cultures that believed in them.

- Pupils will examine the beliefs and myths associated with the Gods and Goddesses of Ancient Egypt, Classical Greece and Rome as well the Viking Gods and Goddesses of Valhalla.
- Pupils will investigate how these beliefs impacted on daily life.
- Pupils will examine the stories of the Greek heroes like Odysseus and analyse what they teach about leadership, heroism and human weakness.
- Pupils will research life in the Roman and Greek world. They will investigate the ideas of democracy and philosophy. They examine life in a Roman town by using archaeological evidence.
- Pupils will reflect on the legacy of these cultures and the continuing impact they have on the modern world.
- **Skills:**
 - commenting on sources of evidence about the classical world
 - using sources of evidence, including archaeological evidence, to compare the classical and modern worlds
 - drawing basic conclusions about ideas, themes or values raised in classical literature

Assessment

End of unit assessments
S3 Exam

Homework

One piece of homework per unit.

Progression

Nat 4 – People and Society
Nat 4 /5 RMPS

Career Options

Archivist
Author
Archaeologist
Art Dealer
Diplomat
Editor
Fundraising Coordinator
Government Worker
Historian
Journalist
Lawyer
Librarian
Media Correspondent
Museum Curator
Public Relations
Publisher
Political Advisor
Professor
Psychologist
Researcher
Social Service Worker
Speech Writer
Teacher
Translator
Writer

Biology

PT: Mrs J Finlayson

Broad General Education

Course Information & Content

In S2 and S3 biology we will cover a wide range of topics which deliver the level three and four curriculums for excellence biology benchmarks.

In S2 pupils will study the following topics:

- Body in Balance
- Plant Power
- Fertilisation, DNA and Development
- Biodiversity, Photosynthesis and Climate Change

In S3 pupils will study the following topics before beginning progression into national qualifications:

- Human Impacts and Ecosystems
- Growth and Development
- Industrial and Therapeutic Applications of Biology

Assessment

Each topic will be assessed with an end of unit assessment. There will also be various opportunities for research projects and skills assessment throughout.

Homework

Pupils will be issued with homework for each topic and will be expected to regularly revise their work at home.

Progression

Appropriate recommendations for S4 will be made after monitoring progress throughout S2/3.

Career Options

Careers which would require the study of biology include:

Agriculture
Biochemistry
Biomedical Engineer
Biotechnology
Dentist/ Dental Hygienist
Dietician or Nutritionist
Geneticist/ genetic
councillor
Marine Biologist/Zoologist
Medicine
Midwifery
Nursing
Paramedic
Pharmacist
Physiotherapist
Sports scientist
Veterinarian

Chemistry

PT: Mrs J Finlayson

Broad General Education

Course Information & Content

In S2 and S3 chemistry we will cover a wide range of topics which deliver the level three and four curriculums for excellence chemistry benchmarks.

In S2 pupils will study the following topics:

- Rocks, Minerals and Agrochemicals
- Atomic Structure
- Fuels
- Bonding
- Carbohydrates

In S3 pupils will study the following topics before beginning progression into national qualifications:

- Metals and Alloys
- Nuclear Chemistry
- Analysis
- Polymers
- Acids and Alkalis

Progression

Appropriate recommendations for S4 will be made after monitoring progress throughout S2/3.

Career Options

Careers which would require the study of chemistry include:

Agriculture
Biochemistry
Biotechnology
Dentist/ Dental Hygienist
Dietician or Nutritionist
Geneticist/ genetic councillor
Marine Biologist
Medicine
Midwifery
Nursing
Paramedic
Pharmacist
Veterinarian
Engineering
Research chemist
Process engineer
Chemical engineer
Industrial chemist
Process chemist
Forensics

Assessment

Each topic will be assessed with an end of unit assessment. There will also be various opportunities for research projects and skills assessment throughout.

Homework

Pupils will be issued with homework for each topic and will be expected to regularly revise their work at home.

Physics

PT: Mrs J Finlayson

Broad General Education

Course Information & Content

In S2 and S3 Physics we will cover a wide range of topics which deliver the level three and four curriculums for excellence Physics benchmarks.

In S2 pupils will study the following topics:

- Forces and Movement
- Light and the Electromagnetic Spectrum
- Floating and Sinking
- Pressure, Volume and Temperature of a gas
- Sound

In S3 pupils will study the following topics before beginning progression into national qualifications:

- Electricity and Electronics
- Motion
- Magnetism and Electromagnetism
- Cosmology

Progression

Appropriate recommendations for S4 will be made after monitoring progress throughout S2/3.

Career Options

Careers which would require the study of physics include:

Medical physicist
Naval architect
Energy engineer
Optician
Civil engineer
Radiographer
Electrical engineer
Mechanical engineer
Aerospace engineer
Prosthetist

Assessment

Each topic will be assessed with an end of unit assessment. There will also be various opportunities for research projects and skills assessment throughout.

Homework

Pupils will be issued with homework for each topic and will be expected to regularly revise their work at home.

Geography

PT: Miss M Logan

Broad General Education

Course Information

'Geography explains the past, illuminates the present and prepares us for the future' Michael Palin

The purpose of Geography is to develop an understanding of our changing world and its human and physical processes. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, Geography helps pupils understand Sustainability in its widest sense.

Content

Our BGE course is interwoven with Sustainability being core to all three broad headings

Physical Geography – understanding how Scotland's glaciated and coastal features are formed and used as well as looking at Scotland's weather and the issues that it can cause

Human Geography – understanding why people live in different parts of the world and what life is like for them there. Looking at different urban and rural landscapes around the world

Global Issues – understanding volcanoes and earthquakes and the impact they have on the local area, understanding the impact of disease on a population, understanding how people use resources in different parts of the world and climate change.

Assessment

Assessment will be ongoing throughout S2 and S3. It will take the form of end of unit tests, presentations, assessed pieces of class work and an S3 exam.

Homework

Regular homework will be given in order to broaden and deepen understanding of topics covered in class.

Pupils will also be expected to keep up to date with Geographical issues in the news.

Progression

Nat 4/5 Geography
Nat 3/ 4 People and Society
SfW Travel and Tourism

Career Options

Archaeologist
Cartographer
Civil or Structural Engineer
Countryside Ranger
Environmental Consultant
Environmental Engineer
Forest Manager
Forest Worker
Gamekeeper
Geologist
Architect
Meteorologist
Mining Engineer
Nature Conservationist
Oceanographer
Outdoor Pursuits Instructor
Surveyor
Hydrographic Surveyor
Geomatics Surveyor
Planning Surveyor
Quantity Surveyor
Tour Manager

And many more.....

History

PT: Mr D Faunce Smith

Broad General Education

Course Information & Content

History involves facts but it also involves opinions and debates. It is important in History to argue a case and back it up with evidence. In the BGE we study topics which help you to understand how the modern world has developed:

Scottish History – Mary, Queen of Scots

Learn about the ups and downs of Mary's incredible story from birth in Linlithgow Palace to France and then as Queen in Scotland. We look at the Reformation, the scandals in her household, her forced abdication, imprisonment and execution.

British History – Britain in the Industrial Age

We look at factories, child labour, coal mines, railways, health and housing and the growth of democracy including the struggle for women to get the right to vote.

European and World History – JFK and the USA in the 1960s

We look at the issues John F. Kennedy had to face; the Space Race, the Cuban Missile Crisis, Civil Rights for African Americans and also his assassination in 1963 and the aftermath. Finally, we consider his legacy and whether he was a great President or not.

European and World History – The First World War

Learn about Great Power rivalry, empires, the arms race. Then the spark at Sarajevo which set off a four-year struggle on the Western and Eastern Fronts and at sea. Trenches, new technology, women's role on the Home Front, German defeat and the Treaty of Versailles.

Assessment

Assessment will be ongoing throughout S2 and S3. It will take the form end of unit tests, presentations, assessed pieces of class work and an S3 exam.

Homework

Regular homework will be given in order to broaden and deepen understanding of topics covered in class. Pupils will also be expected to keep up to date with historical issues in the news such as anniversaries.

Progression

National 4/5 History
Nat 3/4 People and Society

Career Options

Archaeologist
Archivist/Librarian
Business and Banking
Local government
Marketing and Personnel
Insurance
Journalism and Media
Law
Health Service / Nursing
Teaching at all levels
Heritage and Tourism
Police
Civil Service
Social Work
Counselling....and many more

Modern Studies

PT: Miss Tan Logan

Broad General Education

Course Information

The purpose of Modern Studies is to encourage pupils to develop a greater understanding of the contemporary world and their place in it. They will have the opportunity to develop important attitudes such as respect of the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

Content

Our BGE course is interwoven with topics covering three broad headings

Political and Contemporary Issues which includes politics in the UK, comparing democracy in Scotland with dictatorship in North Korea

Social Issues which includes poverty, the police, the elderly and how social issues affect them

International Issues and World Powers which includes looking at piracy and other forms of terrorism, global security and China

Assessment

Assessment will be ongoing throughout S2 and S3. It will take the form end of unit tests, presentations, assessed pieces of class work and an S3 exam.

Homework

Regular homework will be given in order to broaden and deepen understanding of topics covered in class.

Pupils will also be expected to keep up to date with items in the news.

Progression

Nat 4/5 Modern Studies
Nat 3/ 4 People and Society

Career Options

Academic Research
Criminology

Health Service

Administration

Journalism

Law

Management

Media

Nursing

Police

Politics

Social Care

Social Sciences

Social Work

Teaching

And many more.....

Computing Science

PT: Mr M Tennant

Broad General Education

Course Information & Content

Computing Science underpins all the modern technology and systems we use in our everyday lives, including critical systems such as the internet and mobile devices.

This course develops an understanding of computer technologies and their impact. Almost all skilled jobs and careers now involve an understanding of technology, data science or computational thinking making this course highly relevant. Topics covered include:

Coding & Development of Systems

Pupils learn about the principles of algorithms using educational languages like Scratch, then apply their learning using Python, JavaScript as well as HTML and CSS for web development.

Computer Hardware & Software

Pupils learn how computer hardware works with the Operating System to function.

Cyber Security

Pupils explore topics such as personal security, digital crime, forensics, social media crimes and ethical hacking.

Databases, Information Systems and Web Design

Pupils learn how to collect, organise, analyse and present different data using databases and online tools.

Assessment

Pupils will be assessed throughout the course in both practical and theory tasks.

An S3 exam & practical task is undertaken in Autumn of S3 to help inform S4 course choice.

Homework

Homework will be set on regular basis and can include completion of classwork, practice of technical terms, revision and investigations. Access to a computer would be beneficial; software used in the course is freely downloadable.

Progression

National 4/5 Computing Science

National 5 Administration & I.T.

Games Development Level 4,5 & 6

Digital Media Level 4,5 & 6

PC Passport Level 4,5 & 6

Career Options

Almost any modern career benefits from Computing Science skills and understanding computer technology. Specific areas might include:

App or Software

Development

Web Development

Online Media

Security & Cybercrime-related jobs

Network Engineer

Hardware Creation and Development

Games Development

Multimedia Specialisms

Technology training and support

Artificial Intelligence

Bioengineering & Medical research

Teaching

Digital Electronics or communications

Enterprise & I.T.

PT: Mr M Tennant

Broad General Education

Course Information & Content

S2

In S2 pupils will continue to develop their enterprising skills and knowledge through a series of challenges and group tasks as a continuation of work covered in S1.

Pupils will develop an awareness of the power of advertising and how to target consumers through marketing tasks.

They will also develop their confidence and knowledge of how to use Microsoft software packages for the purposes of IT based jobs, and as a wider skill for school and beyond.

S3

In S3 pupils will cover a unit on Social Media; studying the effects it has had on society and the way it has developed over time with technological advances.

Pupils will also focus on the IT skills they have developed within S2 and will follow the PC Passport award, which will allow pupils the opportunity to gain a Level 4 qualification.

This award focuses on Word Processing, PowerPoint, and Spreadsheets and develops an understanding and ability to use more advanced features.

Assessment

Pupils will be assessed throughout the course in both practical and theory tasks.

An S3 exam is undertaken in Autumn of S3

Ongoing assessment of outcomes for PC Passport at Level 4

Homework

Homework will be set on regular basis and can include completion of classwork, practice of technical terms, revision and consolidation questions and answers. Access to a computer would be beneficial; software used in the course is freely downloadable.

Progression

National 5 Administration and I.T

Foundation Apprenticeship

Business Skills

HNC/D courses at college

Business Degrees at

University

Career Options

Almost any modern career benefits from Computing and I.T. skills and understanding key pieces of administrative software. Specific areas might include:

Secretarial jobs

Administration

Data researcher

Sales rep

Journalism or advertising

HR

Publications

Accountancy

Social Media Analyst

Database Administrator

Online Media

Teaching and lecturing

Business management

Financial and budgeting

roles.

Craft, Design and Technology

PT: Miss L Arnott

Broad General Education

Course Information & Content

The Course provides a broad practical introduction to design and to technology. It provides opportunities for learners to gain skills in both designing and in communicating design ideas. It allows learners to explore and amend design ideas through model making and testing, in both product design and engineering contexts. The Course provides opportunities to develop and enhance practical creativity, practical problem-solving skills, and an appreciation of safe working practices in a workshop or similar environment.

- Skills in the design and manufacturing of models, prototypes and products.
- Knowledge and understanding of manufacturing processes and materials.
- Understanding of the impact of design and manufacturing technologies on our environment and society.
- Apply knowledge and understanding of basic engineering facts and ideas.
- Apply skills in analysis, design, construction and evaluation to a range of straightforward engineering problems.
- Develop an understanding of the role and impact of engineering in changing and influencing our environment and society.
- Replicating basic and familiar graphic forms in 2D, 3D and pictorials.
- Initiating and producing simple preliminary, production and promotional graphics in familiar contexts.
- Using standard graphic communication equipment, software and materials effectively for simple and familiar tasks
- Knowledge of colour, illustration and presentation techniques in straightforward and familiar contexts
- Knowledge of the impact of graphic communication technologies on our environment and society.

Assessment

This will be continuous through the production of portfolio and practical products. There will be end of unit tests for some elements and a final S3 exam.

Homework

The frequency of this will be dependant of the nature of tasks.

Progression

National 4 or 5 in:
Graphic Communication
Design and Manufacture
Engineering Science
Practical Craft Skills
(either woodwork or metalwork)
Practical Electronics

Career Options

Architect
Architectural Technician
Construction Manager or
Site Manager
Design Technician
Graphics Designer
Desktop publishing
Facilities Manager
Interior Designer
Model Maker
Product Designer
Teacher - Secondary
Building Technician
Cabinet Maker
Carpenter
Joiner
Construction
Construction Manager or
Site Manager
Technician
Electronic Engineer
Engineering Craft
Machinist Engineering
Machine Operator
Facilities Manager
Model Maker
Electrician
Electrical Engineer
Construction
Construction Manager or
Site Manager
Technician
Machinist Engineering
Machine Operator
Facilities Manager

Home Economics

PT: Miss G Barrowman

Broad General Education

Course Information & Content

Course Structure

The course focuses on the development of practical skills, with the individuals' knowledge and understanding of the theoretical aspects of the subject developed in conjunction with the production of food items. Pupils will focus primarily on experiences and outcomes in Health Well Being and Technology.

Pupils will spend approximately half of their time in the department engaged in practical activities.

Learning takes place through practical application, demonstration, discussion, research, preparation for presentations, group work and completion of tasks individually.

Assessment

Assessment will be carried out throughout the course and will include design activities, practical cookery, research projects and written exams.

Homework

Pupils are expected to

- arrive prepared i.e.:
Bringing an appropriate container to transport food home safely.
Naked Nails – no nail varnish or false nails.
A means of tying hair back if longer than jaw-length.
- practise skills at home
- revise class work
- carry out research, design leaflets and prepare for discussions in their own time.

Progression

National 4/5 Practical Cookery, and then National 5 Practical Cake Craft in S5/6.

Career Options

Baker
Butcher
Cake decorator
Catering manager
Chef
Careers in Education:
HE Teacher,
PE Teacher,
Science Teacher,
Primary Teacher
Careers in the Health Sector: as these are all linked to diet, nutrition and health
Food Product Development
Environmental Health Officer
Public Health Advisor
Food Technologist
Nutritionist
Food Scientist
Consumer Organizations
e.g. Food Standards Agency
Kitchen manager
Residential support worker
Restaurant manager
Community Education
Care